

School Improvement Plan (SIP)

School Name Coconut Creek HS (1681)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
US History	Thursday	1st3rd	8/21/2017 - 5/24/2018	11:00 AM - 2:00 PM	11
Biology	Thursday	1st3rd	8/21/2017 - 5/24/2018	7:30 AM - 10:30 AM	9, 10
ELA 11/12	Tuesday	1st3rd	8/21/2017 - 5/24/2018	11:00 AM - 2:00 PM	11, 12
ELA 9/10	Tuesday	1st3rd	8/21/2017 - 5/24/2018	7:30 AM - 10:30 AM	9, 10
Algebra I	Wednesday	1st3rd	8/21/2017 - 5/31/2018	7:30 AM - 10:00 AM	9, 10
Geometry	Wednesday	1st3rd	8/21/2017 - 5/31/2018	11:00 AM - 2:00 PM	10, 11

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	456	23.20	27.60	49.10	50.00	44.50
10	400	32.00	24.80	50.70	65.60	52.00
11	429	31.70	12.80	31.20	65.50	34.30
12	284	44.40	7.70	13.70	76.10	20.40

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Coconut Creek High School employs and effectively uses the Multi-Tiered System of Support and Response to Intervention system as a way to improve academic and behavioral performance for each student. Teachers have been provided and trained on effective strategies to assist students who's academic performance begin to decline. An RTI team meets every Wednesday from 9:00AM to 10:00AM of each week to problem solve and create effective action plans for students referred to the MTSS-RTI system. The school offers tutoring in every class for all subjects on Mondays and Wednesdays at 1:40PM- 2:15PM. Mentorship has been put in place to ensure select students receive academic and behavior guidance, goal setting options and academic support. Coconut Creek High is fortunate to have a math and Reading coach who identifies struggling students and support teachers in their classrooms of those struggling students. Each grade level school counselor identifies and meets with students who have recieved one or more failing grades in a class.

Coconut Creek High School will be offering the 21st Century Community Learning Centers (CCLC) program to our studnets starting on August 29, 2016. CCLC is a free after-school extended learning opportunity that offers students a variety of stimulating activities to promote academic success and personal well-being. CCLC will serve 80 students on a first come, first served basis and operate Monday-Thursday from 1:45 pm until 4:15 pm. Students will be provided with a nutritious meal as part of our partnership with our after-school Supper program. In addition, students will be provided with transportation home at the conclusion of the program daily. During the program, students will participate in various activities which include: tutoring, academic advising,

leadership mentoring, enrichment participation, college tours, and standardized test preparation, and much more!

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	8/21/2017 - 5/25/2018	9:00 AM - 10:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.0
Resources and Support Systems	3.14
Using Results for Continuous Improvement	2.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

**Training Plan Evidence
Coconut Creek High School**

Standard 1: Purpose and Direction

- The mission statement and the vision of Coconut Creek High School will be effectively communicated to all stakeholders. Both statements will be posted throughout the school, added to the school's website, in the newsletter and recited every morning during the morning announcements.
- There will be an Accreditation Presentation to the faculty. During this presentation the faculty will receive information on the 5 standards and some of the evidences that were provided for them.

Standard 2: Governance & Leadership

- There will be a plan to inform all staff of the code of ethics, responsibilities and conflict of interests during preplanning week.
- There will be a plan to review important information in the staff handbook with the faculty during preplanning week.
- The leadership team will let the faculty know their roles and responsibilities during preplanning week.
- The school improvement plan will be developed/revised by the school and the school advisory council.
- A calculated effort will be made to include all stakeholders in the decision making process for example through SAC and SAF committees.

Standard 3: Teaching and Assessing for Learning

- Lesson plans must be aligned to the curriculum and they will be collected weekly by the grade level administrator.
- Each course must have a syllabus with a course description.
- Teachers who teach the same subject area must have common grading percentages.
- All teachers will be evaluated using the Marzano Evaluation System.
- Common assessments must be created by teachers who teach the same subject area.
- There will be a plan for ensuring that each student is well known by at least one adult advocate.
- The professional development team will partake in planning meaningful professional development for the staff with their input.

Standard 4: Resources and Support Systems

- There will be an assessment of staffing needs.
- There will be examples of the efforts of school leaders to secure necessary material and fiscal resources.
- Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures will be made.
- The media center policy and the technology policy will be added to the staff handbook.

Standard 5: Using Results for Continuous Improvement

- There will be documentation or a description of evaluation tools/protocols.
- There will be evidence that assessments are reliable and bias free.

- Examples of the use of data to design, implement, and evaluate continuous improvement plans and apply learning will be collected.
- Sample communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals will be collected.
- A professional development training will be conducted to assist individuals with effectively collecting and analyzing data for continuous improvement.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Committee-Membership.pdf	November	Monitored	11/3/2017
Committee-Membership-(1).pdf	November	Developed	11/3/2017
SAC-October-Sign-In-2017.pdf	October	None	11/3/2017
SAC-Meeting-Dates-2017-18.pdf	November	None	11/3/2017
SCHOOL-ADVISORY-COUNCIL-October-Minutes.docx	October	None	11/3/2017
October-12,-2017-Agenda.docx	November	None	11/3/2017
1681_01252017_SAF-Bylaw.docx	November	SAF ByLaws	11/3/2017
1681_10242017_School-Advisory-Council-Bylaws.docx	November	SAC ByLaws	11/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	434	38 of 58	1	108	216

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Teachers participate in professional learning communities (PLC) and have subject-area common planning sessions to develop lessons that align with the grade-level Florida Standards. Lesson plans are collected by the Principal and given to the Assistant Principals to ensure that teachers are using the FL Standards as the foundations of their lesson planning with the focus on a gradual release of responsibility for instruction. Evidence is collected during classroom observations and instructional rounds with data entered into iObservation. Evidence of student work samples is brought to PLCs.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Teachers access a variety of text via the internet to supplement their content level textbook. Current events enhance the curriculum to make it relevant and engaging for our students. Videos and audio sound bites allow students to learn from a variety of mediums. Students record the information into Cornell Notes and keep in their AVID binder.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

We are doing a school-wide initiative to try and improve all our content areas through all campus WICOR strategies, which incorporates teaching/learning methodologies in the following critical areas: Writing, Inquiry, Collaboration, Organization, and Reading to Learn. Through each of our principal content areas we are training our students to think more critically with the use of Cornell notes. All of our 9th and 10th grade ELA students are taking 2 classes of Writing and reading throughout the year. Teachers and students are utilizing Khan academy through PSAT data to improve literacy. Geometry students are paired Informal Geometry to help re-mediate student Geometry skills. We have a built in tier 2 intervention for all our struggling students to have double the amount of instructional time within the content area. This includes Algebra 1, ELA 1 and 2, Geometry, and Biology.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

With regards to our school initiatives such as Cornell Notes and School-wide AVID binders, teachers will participate in Professional Learning Communities. These PLC's will allow the teachers to collaborate and share best teaching practices and strategies to improve overall teachers and student performance. "Building positive relationships and PASL will help create a positive environment for struggling students, it would also allow for an increase in student achievement through the use of positive interventions. Lastly, we will focus on the social and emotional learning, as well as ensuring the needs of our students are met through the collaboration of all stakeholders (ie. parents, teachers, administrators, community leaders, and local businesses), the focus of students' achievement will increase.

Describe in detail how the BEST Practice(s) will be scaled-up

Coconut Creek High School will implement the AVID strategies of Cornell Note Taking and Student Binders school-wide in 2017-18. These strategies encompass all of the components of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) which are essential to the learning classroom. Both Cornell Taking and Student Binders were introduced in the spring of 2017 to the staff. New staff were offered PD during the summer and in pre-planning. In addition, continuous PD sessions are occurring throughout the 2017-18 school year. The school has an AVID site team that provides additional resources to instructional staff throughout the year in both formal and informal settings. Application will be measured by classroom observation and student interview.

School Improvement Plan (SIP)

School Name Coral Glades HS (3861)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Data	Thursday		8/15/2017 - 5/15/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
ESE 9-12	Tuesday	1st2nd3rd4th	8/15/2017 - 5/15/2018	3:00 PM - 3:30 PM	9, 10, 11, 12
Industry Certification	Thursday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	3:00 PM - 3:30 PM	9, 10, 11, 12
Fine Arts	Thursday	1st2nd3rd4th	8/15/2017 - 5/15/2018	2:45 PM - 3:45 PM	9, 10, 11, 12
Research Skills	Wednesday Thursday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	7:00 AM - 7:30 AM	9, 10, 11, 12
S.S. Project-Based	Monday	3rd	8/15/2017 - 5/15/2018	2:45 PM - 3:45 PM	10, 11, 12
US History	Wednesday Thursday	1st2nd3rd4th	8/15/2017 - 5/15/2018	9:20 AM - 10:50 AM	11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
World History/Geography 9-10	Tuesday	1st3rd	8/15/2017 - 5/15/2018	10:50 AM - 11:25 AM	9, 10
Physical Science 10-12	Wednesday Thursday	3rd	8/15/2017 - 5/15/2018	2:45 PM - 3:45 PM	10, 11, 12
Biology 9-10	Tuesday Wednesday Thursday	1st2nd3rd4th	8/15/2017 - 5/15/2018	2:45 PM - 3:45 PM	9, 10
Geometry 9-12	Thursday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	1:10 PM - 2:30 PM	9, 10, 11, 12
Algebra II	Wednesday Thursday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	9:20 AM - 10:50 AM	10, 11, 12
Algebra I	Thursday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	9:20 AM - 10:50 AM	9, 10
World Languages	Wednesday Thursday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	10:55 AM - 11:25 AM	9, 10, 11, 12
AP/AICE English	Monday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	2:45 PM - 3:15 PM	9, 10, 11, 12
Literacy 11-12	Friday	3rd	8/15/2017 - 5/15/2018	2:45 PM - 3:45 PM	12
Literacy 10	Wednesday	1st2nd3rd4th5th	8/15/2017 - 5/15/2018	2:25 PM - 3:15 PM	10
Literacy 9	Friday		8/15/2017 - 5/15/2018	2:45 PM - 3:45 PM	9, 10

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	634	19.10	8.80	16.20	26.70	15.60
10	641	22.50	12.00	24.20	39.80	24.80
11	660	26.10	10.50	18.20	56.90	23.00
12	579	27.10	6.70	9.70	68.80	11.90

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Algebra and Geometry pull outs for remediation with a certified math teacher during study hall periods.
- Reading pull outs for remediation with a certified reading teacher during study hall periods.
- Social Emotional supports provided to students through teacher training, the Listen Initiative, PASL for 9th and 10th grade students, and through in house family counselor and social worker.
- Differentiating instruction for different needs and learning styles of students.
- Professional development providing teachers with strategies for accommodations and modifications for the ESE and ESOL learner.
- Mentor program pairing struggling students with an adult on campus. The adult advocates for the child through one and one counseling.

- Personalization period pairing students with teachers who provide additional support through one-on-one counseling and future planning through Naviance.

RtI Team Meeting Schedule

No Meeting Schedule

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.67
Resources and Support Systems	2.86
Using Results for Continuous Improvement	2.4
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p>	

- Additional fiscal resources will be sought through grants and district allotments to support the purpose and direction of the school.
- We will use funding from the District Bond to enhance and increase student and faculty access to technology.
- We will facilitate the growth of our industry certification and accelerated programs such as Advanced Placement, Culinary Arts, Finance, Marketing, Games and Simulation, Early Childhood, Allied Health Assisting, Engineering Pathways, and Fashion.
- Teachers and students will be provided increased access to media resources.
- Students will begin career planning from 9th grade using Family Connections in addition to college fairs, access to certification, dual enrollment, and Advanced Placement courses.
- Teachers will meet in Professional Learning Communities to share best practices and foster collegial relationships.
- Teachers will create common assessments and use data from assessments to drive instruction and to remediate.
- Professional Development will focus on the use of data to drive instruction and support Literacy standards across curriculums.
- To facilitate college and career readiness we offer the Cambridge Innovative Program, Dual Enrollment through the University of Florida and Broward College, and the Advanced Placement Capstone program for college credit.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Schedule-2017.pdf	November	None	11/3/2017
3861_SAC_SAF_09252017.pdf	November	Monitored	11/3/2017
3861_SAC_SAF_10232017.pdf	October	SAC ByLaws	11/3/2017
Committee-Membership.pdf	October	Monitored	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
3861_SAC_Bylaws_10232017.pdf	October	SAC ByLaws	10/25/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	520	43 of 72	4	183	365

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Department chairs collect and review teacher lesson plans quarterly. The literacy department chair collects student artifacts from teachers. Write score is used to assess student proficiency according to grade level standards and standards based instruction is developed and tailored to the specific needs of students.

School Improvement Plan (SIP)

School Name Coral Springs HS (1151)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PLC meetings (PSD)	Thursday	1st	10/5/2017 - 5/3/2018	12:00 PM - 2:00 PM	9, 10, 11, 12
PLC by Department	Thursday	1st	10/5/2017 - 5/3/2018	12:00 PM - 2:00 PM	9, 10, 11, 12
PLC - Data Teams	Thursday	1st	10/5/2017 - 5/3/2018	12:00 PM - 2:00 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

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9	770	15.70	16.50	19.70	30.10	20.50
10	809	22.70	16.70	23.00	46.60	28.30
11	735	19.50	18.00	22.60	52.80	26.50
12	658	33.70	14.00	12.50	70.30	20.50

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Coral Springs High school uses various intervention strategies to improve student performance based on the need of the student. CSHS provides afterschool tutoring from NHS, Mu Alpha Theta, and national Spanish Honor Society. There are also a variety of online resources students can use including, but not limited to Vocabulary.com, Khan Academy, NewsELA, Naviance, Achieve 3000, USATest Prep, Algebra Nation, and Geometry Nation. Common Formative Assessments are used to monitor student performance on state standards based on subject. Students are given enrichment activities or remediation based on the results of the Common Formative Assessment.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st	9/5/2017 - 5/1/2018	8:00 AM - 11:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3.33
Teaching and Assessing for Learning	3.17
Resources and Support Systems	2.86
Using Results for Continuous Improvement	3

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

- Professional development on identifying the needs of certain segments of our student population and the resources that will positively impact their academic success
- Increased referrals for counseling for students who are not on track for graduation and may need Tier 2 interventions
- Consistent monitoring of student performance data and teacher instructional practices
- Increased coaching and mentoring for teachers who are new to the field and/or lack the skillset to meet the need of all of our students
- Increased accountability for monitoring student data and changing instructional practices as a result of said data
- Engaging in meaningful conversations regarding student data and encouraging sharing of best practices, including providing release time for teachers to collaborate with and visit other teachers' classrooms

- Realigning fiscal resources when needed to ensure that teachers have all the resources necessary to meet the school's student achievement goals
- Increased opportunities for students to participate in post secondary planning

School Name: Coral Springs High School (1151)

Proposed date(s) of training: PSD days for staff/faculty (October 5, 2017, November 2, 2017, December 7, 2017, January 11, 2017, February 1, 2017, March 1, 2017, April 5, 2017, and May 3, 2017). SAC Meetings for parent/ business partners and community members (September 19, 2017, October 24, 2017, November 14, 2017, January 23, 2018, February 20, 2018, March 20, 2018, April 24, 2018, and May 22, 2018).

The steps our school will implement for all stakeholders (staff/faculty, parents, business partners, and community members, etc.) to become more knowledgeable in the 5 AdvancED Accreditation Standards. There are 35 indicators for District and 33 for Schools.

1. During PLC meeting days CSHS curriculum teams will allow time to review the 5 Advanced Accreditation Standards/ Self Assessment Indicators with staff/ faculty and implement additional activity planning and support based on the following 2017- 2018 AdvancED ratings:

Standard 1: Purpose and Direction- 3

Standard 2: Governance and Leadership- 3.33

Standard 3: Teaching and Assessing for Learning- 3.17

Standard 4: Resources and Support Systems- 2.86

Standard 5: Using Results for Continuous Improvement- 3

2. During SAC Meeting days, the SAC designee and Administration will review the 5 AdvancED Accreditation Standards with parents, business partners and community members so that they have a clear understanding of the standards and required actions as per AdvancED.

Coral Springs High School will submit a list of artifacts that align around this process in the following formats (but not limited to) to address Standards 1- 5:

Coral Springs High School Vision and Mission Statement

C.A.R.E.- Curriculum, Assessment, Remediation, Enrichment School Wide Plan

Surveys, evaluation instruments on school effectiveness

Agendas/ minutes of department/ PLC meetings

Professional Development Plan

Description of School Improvement Process

Disaggregation of Assessment data

T.I.E.R. Program for new teachers and teacher buddies for teachers new to the school or who need support
At-risk seniors are placed in a one on one mentoring program with teachers to help the students graduate on time.

Data Report Cards with students in the Spring. Students are given a form to fill out using virtual counselor that includes information such as but not limited to FSA scores, service hours, G.P.A. etc. They then meet with their teacher to discuss the numbers.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date

File Name	Standards & Indicator	Upload Date
Literacy-Plan-2017-2018.pdf	Standard 3: Teaching and Assessing for Learning (3.11)	10/31/2017
2017_FINALOpening_Week_Agenda.pdf	Standard 2: Governance and Leadership (2.3)	10/31/2017
2017_Opening_Week_Powerpoint.pdf	Standard 1: Purpose and Direction (1.1)	10/31/2017
Planning_Day_Agenda.pdf	Standard 1: Purpose and Direction (1.3)	10/31/2017
1151_CSHS_Mission_Vision.pdf	Standard 1: Purpose and Direction (1.2)	10/31/2017
PSD-Bell-Schedule-2017-18.pdf	Standard 5: Using Results for Continuous (5.3)	10/17/2017
2017__Academic_Profile.pdf	Standard 3: Teaching and Assessing for Learning (3.1)	10/17/2017
ESE-training.pdf	Standard 1: Purpose and Direction (1.3)	10/17/2017
Literacy-Plan-2017-2018.pdf	Standard 1: Purpose and Direction (1.3)	10/17/2017
CSHS_Faculty_Handbook_17-18-pdf.pdf	Standard 2: Governance and Leadership (2.1)	10/13/2017

SCHOOL ADVISORY COUNCIL (SAC)

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SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
1151_CSHS_SAF_Guest_Signin_10_24.pdf	October	A+ Funds	11/3/2017
1151_CSHS_SAF_Signin_10_24.pdf	October	A+ Funds	11/3/2017
1151_CSHS_SAC_Composition_Report.pdf	November	A+ Funds	11/3/2017
2017_18_CSHS_-SAC_-MEETING_Dates.pdf	November	A+ Funds	11/3/2017
1151_CSHS_SAC_Agenda_9_19.pdf	September	A+ Funds	10/31/2017
1151_CSHS_SAC_Signin.pdf	October	A+ Funds	10/27/2017
1151_CSHS_Guest_Signin.pdf	October	A+ Funds	10/27/2017
1151_CSHS_SAC_Composition_Report.pdf	October	A+ Funds	10/27/2017
1151_CSHS_SACMinutes_09.19.17.doc	September	A+ Funds	10/27/2017
1151_CSHS_SAC_Bylaws17_18.pdf	September	SAC ByLaws	10/27/2017
1151_CSHS_Approved_Minutes5_23.pdf	September	A+ Funds	10/19/2017

File Name	Meeting Month	Document Type	Uploaded Date
1151_CSHS_Agenda_10.24.17.doc	October	A+ Funds	10/19/2017
1151_CSHS_SignIn_9_19.pdf	September	A+ Funds	10/19/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	499	43 of 78	4	152	304

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Coral Springs High School ensures classroom instruction in aligned to grade-level Florida Standards by providing teachers two hours on Professional Study Day to work collaboratively in their PLCs to design lesson plans and Common Formative Assessment that are aligned to the Florida Standards. The Common Formative Assessments allows teachers to gather data on a standard(s) to ensure students are proficient in the standard(s) and reteach as necessary. Teachers in PLCs complete the CARE cycle minutes to ensure they are aligning their lesson plans to the Florida Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Coral Springs high School ensures students have access to informational text for each content area by providing class time for students to use the online supplemental materials. Students can also use computers during this personalization period or the media center before school, during lunch, and after school. Students are also provided Upfront magazines to use in their reading, English, and Social Studies classes.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

As evidenced in the SES Band Data, our goal is to increase from 44% to 50% (6%) in 10th grade Reading FSA by May, 2018. We will implement online programs such as USA Testprep and Khan Academy in addition to data-enhanced grade level/subject area PLCs, lesson studies, and PD. This will be monitored by Mrs. Brown (English/Reading AP), Mrs. Rachard (Dept. Head), and Anita Parsoton (Literacy Coach). We will be collecting and reviewing data from the online programs, collecting data and strategies using the CARE process monthly with our PLCs and teachers will attend scheduled PD meetings during their planning period.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Data-enhanced and Authentic PLCs will be scaled up to improve teaching and learning in order to increase performance in our SES band.

Describe in detail how the BEST Practice(s) will be scaled-up

PLSs for 9th – 12th grade teachers will meet once a month on scheduled Professional Study Days to work collaboratively on lesson and activities that will enhance student performance in all areas of academia. All PLCs are data-driven and reflect of teaching practices based on outcomes vs. intended outcomes. Additionally, all teachers have a common planning period based on their content area. This provides additional time for teachers to engage in collaborative discussions to create engaging lessons and activities for students.

School Improvement Plan (SIP)

School Name Hallandale HS (0403)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
0403 - ELA 11/12	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	8:00 AM - 8:30 AM	11, 12
0403 - ELA 9/10	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	8:00 AM - 8:30 AM	9, 10
0403 - Foreign Language	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 - Reading	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	8:00 AM - 8:30 AM	9, 10, 11, 12
0404 - Social Studies	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 - ESE	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 - CTACE	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	8:00 AM - 8:30 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
0403 - Performing Arts	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	11:30 AM - 12:00 PM	9, 10, 11, 12
0403 - Mathematics	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	9:30 AM - 10:00 AM	9, 10, 11, 12
0403 - science	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/29/2018	1:30 PM - 2:00 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	380	15.50	23.90	34.20	58.60	38.20
10	416	17.10	14.20	31.30	66.70	33.90

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
11	374	17.10	7.00	20.90	55.70	20.10
12	327	26.30	8.60	11.30	50.00	10.70

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who have more than 50 points as indicated by the early warning system are discussed and monitored by the RTI team. Students in RTI meet with guidance counselors and the RTI team to discuss academic improvement strategies and ongoing progress monitoring. Parents are involved in conferences and RTI meetings to determine and monitor their support plan.

Teachers implement Tier 1 classroom strategies and Tier 2 & 3 interventions for students in the RTI process. Teachers conference with students and parents regarding progress and to plan future steps.

Students who are identified as having potentially critical literacy deficits are referred to our student support team for additional diagnostic testing.

Students who are struggling academically are referred to the LEAPS afterschool tutoring and the Saturday Success Academy where students can receive support in Science, English Language Arts, and Mathematics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/5/2017 - 5/15/2018	8:00 AM - 10:40 AM

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.2
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>We are using classroom walkthrough data and student achievement results to offer professional development that will improve instructional practice. We are also ramping up collaboration, analyzing student data, and lesson study through professional learning communities.</p> <p>We are targeting standard 3.3 for growth as our goal is to have all teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. To do this we are ramping up staff development designed to foster the use of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Our Literacy Coach, TIFF 5 Master Teachers, and TIFF County Instructional Facilitators are also offering intensive mentoring and coaching in the areas of lesson plan design, lesson delivery, and active student engagement for teachers in our building with less than 5 years of experience.</p>	

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Assist-DIAGNOSTIC-2017-18.pdf		10/28/2017

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-2017-sign-in.pdf	August	Monitored	11/1/2017
SAC-Oct-2017-Sign-in-sheet.pdf	October	Monitored	11/1/2017
SAC-Sept-2017-Sign-in.pdf	September	Monitored	11/1/2017
10-30-SAC-AGENDA.docx	October	Monitored	11/1/2017
9-26-17-SAC-AGENDA.pdf	September	Monitored	11/1/2017
Sept-2017-Minutes.pdf	September	Monitored	11/1/2017
SAC-Aug-28th-2017.pdf	August	Monitored	11/1/2017
Hallandale-HS-SAC-Dates--2017-2018.pdf	August	None	10/31/2017
HHS-2017-2018-SAC-By-Laws.pdf	September	SAC ByLaws	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
HHS-2017-2018-Composition-Report.pdf	August	None	10/31/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
3	454	31 of 58	1	98	196

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Each department follows an instructional focus calendar that teaches curriculum for their particular courses that are aligned to the grade-level Florida Standards. Teachers meet weekly for 30 minutes in department PLC's to plan instruction that is based on those grade-level Florida Standards, and to analyze student data to ensure students are progressing towards mastery of the Florida Standards. Administrators meet with department leaders to discuss the Florida Standards that are being taught in each CARE cycle in each department. Administrators and department heads complete classroom walkthroughs in order to provide feedback to teachers in regards to the effectiveness of their instructional delivery in regards to the standards. Teachers also meet with administrators individually to discuss their classroom instruction and student data in relation to the standards. Our Literacy Coach and 2 Master Teacher coaches also meet with teachers individually to guide lesson planning that is aligned to the Florida State Standards and the instructional focus calendars of each department.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Each department rotates multiple computer carts through all teachers in that department so that students have access to informational text through a variety of mediums related to each content area. Our school utilizes newsela schoolwide; this enables students to access informational text online in every subject that is catered to their instructional lexile level. With our new initiative, "Get Caught Reading" teachers were provided with a classroom library of both informational and non-fiction texts that students can check out to read. We also order scholastic magazine for all ESOL and History courses. History teachers also utilize DBQs in all courses that require students to read and analyze many types of informational documents including primary and secondary sources. All students also utilize naviance in their personalization period, which has informational text regarding college and career paths. Students utilize Khan Academy in Reading, English, History, and Math classes where they can access many types of informational texts. All teachers have been trained to use CANVAS as well, and most classes have texts, videos, and graphics that are uploaded to these courses that students have access to in every content area.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Our SES Band Data shows that while overall we are at the top of Broward schools in our SES Band, we are lagging behind in our Reading proficiency. Our overall reading proficiency in 2017 was 31%, falling behind Coconut Creek HS at 32%, Blanch Ely HS at 33%, and Stranahan HS at 37% proficiency. Likewise we had 36% of students making learning gains in reading, which was better than Coconut Creek HS and Boyd Anderson HS, but fell behind Blanche Ely and Stranahan HS. Finally, 26% of our student in the bottom quartile made learning gains. This is obviously an area where our students struggle, and without literacy proficiency, it is difficult for them to excel in other content areas, or to be college and career ready. Therefore, this is an area of greatest urgency for us.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

The BEST Practice that we will continue to scale-up to improve teaching and learning in order to increase performance within the SES Band is A Focused and Authentic PLC Process.

Describe in detail how the BEST Practice(s) will be scaled-up

Our PLC's include weekly departmental professional learning communities that meet to complete the C.A.R.E. cycle of collaboratively analyzing student data, adjusting curriculum, and providing remediation and enrichment. Each department has created an instructional focus calendar with a schedule of common assessments. Teachers meet weekly to discuss student progress towards mastery of the assessed standards, and to create & monitor a plan of remediation and enrichment. Administrators, department chairs, and curriculum coaches also meet bi-weekly as a Curriculum Leadership Team to monitor data and discuss progress. Our professional development committee assesses the PD needs of our teachers utilizing staff surveys, walkthrough

data, and student achievement data in order to provide learning on professional study days that will increase student achievement by increasing the effectiveness of instruction with a particular focus on improving literacy instruction in all content areas.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Utilize available literacy programs in all content areas (Newsela, vocabulary.com, Khan Academy)	Literacy Coach, Department chairs, assistant principals over each curriculum area	5/31/2018		
Literacy pull-out and push-in provided in personalization periods	Department Heads & Literacy Coach	5/31/2018		
Master teachers provide classroom demonstrations and modeling for their peers. Create opportunities for classroom visits to observe demonstrations and modeling.	Principal, Assistant Principals, Literacy Coach, and TIFF 5 Master Teachers	5/31/2018		
Students participate in 21st Century after school reading tutoring and Saturday Success Academy.	12th Grade Assistant Principal, Assistant Principal responsible for Literacy, Literacy Coach, English & Reading Department Heads	5/31/2018		
Professional development in coaching and mentoring. Provide time for constructive feedback and follow-up activities	Literacy Coach, TIFF 5 Master Teachers, and assistant principals over each department	5/31/2018		
Department Heads, along with Literacy Coach, agree upon common assessment practices. Departments create common rubrics and incorporate performance assessments in classroom instruction. Provide time for assessment review.	Classroom Teachers, Department Heads, & Literacy Coach	5/31/2018		
Schedule time for department meetings. Share effective strategies in faculty meetings. Include one strategy in each monthly faculty meeting.	Department Heads & Literacy Coach	5/31/2018	Khan Academy, College Board, Canvas, Newsela, Achieve3000, Stop Drop & Read	\$13,000.00 for Achieve 3000 & WriteScore program

School Improvement Plan (SIP)

School Name Hollywood Hills HS (1661)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Vocational	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
Guidance	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
Physical Education	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
Unified Arts	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
US History	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	11
Social Studies	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 12
World Languages	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Science Upper Level	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	10, 11, 12
Science 9 - 10	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10
Military Academy	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
Mathematics	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
ESE 9-12	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10, 11, 12
English 9/10	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	9, 10
English 11/12	Wednesday Thursday	2nd4th	8/14/2017 - 5/4/2018	8:00 AM - 2:30 PM	11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	471	20.40	25.50	24.20	51.70	36.10
10	542	28.60	18.80	23.20	49.00	32.10
11	534	30.50	15.20	27.90	57.60	32.60
12	472	42.40	8.90	5.50	57.70	10.80

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students who have more than 50 points as indicated by the early warning system are discussed and monitored by the RTI team. Students in RTI meet with guidance counselors and the RTI team to discuss academic improvement strategies and ongoing progress monitoring. Parents are involved in conferences and RTI meetings to determine and monitor their support plan.

Teachers implement Tier 1 classroom strategies and Tier 2 & 3 interventions for students in the RTI process. Teachers conference with students and parents regarding progress and to plan future steps.

Students who are identified as having potentially critical literacy deficits are referred to our student support team for additional diagnostic testing.

Students who are struggling academically are referred to the LEAPS afterschool tutoring and the Saturday Success Academy where students can receive support in Science, English Language Arts, and Mathematics.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	10/9/2017 - 5/18/2018	1:00 PM - 2:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.33
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.5
Resources and Support Systems	3.14
Using Results for Continuous Improvement	3.6
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Curriculum leaders and coaches will monitor student progress and report back to all stakeholders. Remediation and enrichment activities will be reviewed and adjusted as needed. Administration will share data to be disseminated with leaders and teachers.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
HHHS-Committee-Membership.pdf	November	None	11/3/2017
HHHS-17_18-SAC-Meetings.pdf	November	None	11/3/2017
17-18-HHHS-SAC-ByLaws.pdf	November	None	11/3/2017
OCT_SAC_Agenda_Minutes_SignIn.pdf	October	None	10/20/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	499	26 of 61	2	163	326

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Curriculum leaders and administrative team conducts weekly walkthroughs and provides immediate teacher feedback to ensure that classroom instruction is aligned to grade-level Florida Standards. Student work, teacher lesson plans, and curriculum leader observation plans are used as evidence to ensure that classroom instruction is aligned to grade-level standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

All English classes use computers for various programs. We have a contract with the Sun-Sentinel for daily newspapers. Teachers use collaborative and project based learning in their classrooms. Our Media Specialist makes rotations with different classes for media resources. Guest speakers present during Study Hall for college and career opportunities.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

As evidenced in the SES Band Data and FSA results and SAT results, a school wide literacy program is being implemented focusing on key ELA standards. This area has been chosen due to only 35% of our 9th and 10th grade students scoring proficient on the 2017 FSA.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

All of our students will use Naviance to research colleges, scholarship opportunities, and career resources. Student log onto Khan Academy and College Board accounts. There is free tutoring on campus Tuesday, Wednesday, and Thursday led by the National Honor Society and Spartan Academy with teachers available for all EOC and FSA subjects. Our Village Days is held in Study Hall each quarter to review grades and graduation requirements.

Describe in detail how the BEST Practice(s) will be scaled-up

The Leadership Team meets with teachers to ensure the standard alignment is being implemented. Teachers participate in lesson studies and performance task reviews. Teachers hold data chats/accountable talks with students in their Study Hall classes. The school has developed a College and Career Development program and

a PSAT/SAT focus.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
	Administration, Curriculum Coaches, Teachers	5/25/2018	Ongoing professional development, PLC's	\$1,200.00

School Improvement Plan (SIP)

School Name Lauderhill 6-12 (1391)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Mathematics	Tuesday Thursday	1st2nd3rd4th	8/22/2017 - 5/31/2018	2:47 PM - 3:37 PM	6, 7, 8, 9, 10, 11, 12
ELA	Tuesday Thursday	1st2nd3rd4th	8/22/2017 - 5/31/2018	11:16 AM - 12:52 PM	6, 7, 8, 9, 10, 11, 12
Reading	Tuesday Thursday	1st2nd3rd4th	8/22/2017 - 5/31/2018	3:40 PM - 4:30 PM	6, 7, 8, 9, 10, 11, 12
Social Studies	Tuesday Thursday	1st2nd3rd4th	8/22/2017 - 5/31/2018	1:01 PM - 1:51 PM	6, 7, 8
Science	Tuesday Thursday	1st2nd3rd4th	8/22/2017 - 5/31/2018	10:23 AM - 11:13 AM	6, 7, 8, 9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
6	254	14.60	42.10	5.10	54.30	29.50
7	237	18.10	42.20	4.20	61.20	38.40
8	258	13.60	49.60	10.10	57.30	38.40
9	38	5.30		2.60	19.40	2.60
10	33	9.10	6.10		21.20	6.10
11	19		15.80	5.30	75.00	10.50
12	18	11.10	11.10	11.10		5.60

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The instructional staff members and instructional coach will implement reading strategies at Lauderhill 6-12 to improve academic performance:

-RTI Tier I-Tier 3 Interventions - Progressive tier interventions with the RTI process including whole group intensive implementations.

-BEST Blueprint-District guide on how to improve relationships with all stakeholders, compare best practices with schools within our SES band, ensure ALL students are learning within a Robust RTI/MTSS process, and engage instructional staff members in authentic PLC's.

-CARE Packages - District provided packages that provide lessons to support Curriculum, Assessment, Remediation, and Enrichment strategies.

-Bi-Weekly RTI (response to intervention meetings to discuss at risk students and implemented interventions).

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	2nd, 4th	9/25/2017 - 6/7/2018	2:00 PM - 3:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	2.5
Teaching and Assessing for Learning	2.92
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Faculty, staff and all stakeholders of Lauderhill 6-12 STEM School will participate in the following activities:

- Professional Learning Communities (content area specific)
- Professional Development
- Parent Nights
- Zone Meetings
- Community Events

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
Agenda-10-26-2017-Emergency-Meeting--Phone-Conerence.docx	October	Monitored	10/27/2017
Agenda-10-18-2017.docx	October	Monitored	10/19/2017
SAC-9.28.17-Minutes-(1)-(1).docx	October	Monitored	10/19/2017
SAC-Meeting-Sign-In-Sheets-9-28-2017.pdf	September	Developed	10/11/2017
SAC-ByLaws_2017-2018-(3).pdf	September	SAC ByLaws	10/2/2017

File Name	Meeting Month	Document Type	Uploaded Date
1391_05012017_SAC-March-16,-2017-Minutes.docx	September	Monitored	10/2/2017
1391_05012017_SAC-April-20,-2017-Minutes.docx	September	Monitored	10/2/2017
Agenda-9-28-2017.docx	September	Developed	10/2/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
0	N/A				

School Improvement Plan (SIP)

School Name McArthur HS (0241)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Guidance	Friday	1st2nd3rd4th5th	9/1/2017 - 5/25/2018	11:30 AM - 12:30 PM	9, 10, 11, 12
9th Grade ELA	Thursday	1st2nd3rd4th5th	8/31/2017 - 5/24/2018	7:45 AM - 8:15 AM	9
World History	Thursday	1st2nd3rd4th5th	8/31/2017 - 5/24/2018	7:05 AM - 7:35 AM	9
Fine Arts/Electives	Thursday	1st2nd3rd4th5th	8/31/2017 - 5/24/2018	7:05 AM - 7:35 AM	9, 10, 11, 12
CAPE	Thursday	1st2nd3rd4th5th	8/31/2017 - 5/24/2018	7:05 AM - 7:35 AM	9, 10, 11, 12
Algebra 1	Thursday		8/31/2017 - 5/22/2018	7:30 AM - 7:30 AM	9, 10
US History and Vision and Pursuits	Wednesday	1st2nd3rd4th5th	8/30/2017 - 5/23/2018	12:30 PM - 1:10 PM	10, 11

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PE	Wednesday	1st2nd3rd4th5th	8/30/2017 - 5/23/2018	7:05 AM - 7:35 AM	9, 10, 11, 12
Upper Science	Wednesday	1st2nd3rd4th5th	8/30/2017 - 5/23/2018	7:05 AM - 7:35 AM	11, 12
Algebra 2 and Upper Math	Wednesday	1st2nd3rd4th5th	8/30/2017 - 5/23/2018	7:00 AM - 7:30 AM	9, 10, 11, 12
Earth Space Science/Biology	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	2:45 PM - 3:05 PM	9, 10, 11
LEEO	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	2:45 PM - 3:15 PM	9, 10, 11, 12
Critical Thinking	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	12:30 PM - 1:10 PM	9, 10, 11
SVE	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	8:00 AM - 9:00 AM	9, 10, 11, 12
ESE	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	7:10 AM - 8:10 AM	9, 10, 11, 12
11th and 12th Grade ELA	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	7:05 AM - 7:35 AM	11, 12
Geometry	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	7:00 AM - 7:30 AM	9, 10, 11
10th Grade ELA	Tuesday	1st2nd3rd4th5th	8/29/2017 - 5/22/2018	7:00 AM - 7:30 AM	10

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	541	26.80	11.10	18.70	41.60	24.60
10	594	40.10	13.00	23.70	53.40	34.80
11	606	46.90	7.30	16.20	57.30	32.20
12	535	61.50	6.20	7.10	64.00	16.80

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

We use a proactive documentation system (P-Doc) to help us collect data on students and determine an action plan based on their specific needs. The four main domains which we track are: attendance, behavior, grades, and social-emotional needs. The P-Doc system enables us to communicate with different supports across campus - the social worker, the behavior specialist, guidance counselors, administrators, etc. This system, as an assist to the RTI process, allows for a comprehensive identification system across multiple areas for early intervention. An extensive RTI team has been put in place, which includes the school social worker, the school psychologist, the director of guidance, guidance counselors, the assistant principal over RTI, and various other supplemental personnel as needed. This RTI cohort meets regularly and extensively evaluates multiple students identified through both the RTI process and P-Doc system.

We also collect data from assessments on a 10 day cycle, and this helps us identify needs in the different

testable areas, for example ELA, Algebra. This data is reported to assistant principals and the principal. A comprehensive professional development plan, with a strong emphasis on time in PLCs, also is a part of this 10 day cycle in which teachers evaluate and share best practices. Teachers also work in their PLCs developing plans for remediation and enrichment for their students based upon the data. The math coach and literacy coach run daily pull out sessions with 9th and 10th grade students to remediate and enrich core competencies in identified areas.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Thursday	1st, 2nd, 3rd, 4th, 5th	8/31/2017 - 5/31/2018	11:30 AM - 1:30 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.6
Governance and Leadership	3.48
Teaching and Assessing for Learning	3.58

Resources and Support Systems	3.59
Using Results for Continuous Improvement	3.53
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>McArthur High School's faculty and staff are committed to ensuring that there is continual improvement in all areas. Along with the results identified by the survey, careful attention and monitoring will take place to make certain that constituents are provided multiple services to fulfill obligations in an atmosphere of support.</p> <p>Administration will monitor the implementation of all goals and strategies for the 2017-2018 school year with fidelity. Mutual collaboration will take place with all stakeholders to review areas needing improvement. Stakeholder meetings will be utilized for clear communication and to continuously improve goals. PLC and Professional Development times will be emphasized to share best practices, purpose, and direction. Leadership will be available to all stakeholders to foster collaboration and collegiality. Teacher leaders will be developed from within to provide continual growth and development of the program. A common theme of feedback will be the focus for the year and Administration will provide various feedback to optimize relationships.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
0241_11082016_McArthur-17---18--Self-Assessment.pdf	October	None	10/31/2017
MCA-SAC-Composition-Report-1718.pdf	October	SAC ByLaws	10/20/2017

File Name	Meeting Month	Document Type	Uploaded Date
MCA-SAF-bylaws-1718.pdf	November	ByLaws	10/20/2017
MCA-SAC-August-1718.pdf	October	None	10/20/2017
MCA-Signin-October-SAC-1718.pdf	October	SAC ByLaws	10/20/2017
MCA-Bylaws-1718.pdf	October	SAC ByLaws	10/20/2017
MCA_SACmaterials_October1718.pdf	October	SAC ByLaws	10/9/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	490	28 of 61	1	168	335

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

McArthur ensures instruction is aligned to standards through ongoing professional development - on and off campus, sharing of instructional strategies, team teaching, PLCs, and walk throughs. Curriculum maps were created over the summer by the department chairs and selected teachers to guide the teachers.

We collect data through observations, lesson plans, a 10 day cycle of instruction (which follows CARE), and assessment data.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Most classrooms across campus have daily access to technology so students can read informational texts on line in addition to the print versions. We have subscriptions to Upfront and other scholastic magazines; these are utilized in various classrooms across campus. Our detention and Saturday school programs utilize informational texts - on line and in hard copy. NewsELA is utilized across the school. Articles are read on line and can be printed for students. Focus is on audio selections in various elective classrooms, and social studies frequently utilizes documentaries and new clips in their instruction.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Based upon last year's FSA data, this year we will focus on two areas - ELA and math. Based upon the data from the ELA FSA and 8th grade math assessments, the lowest standards will be emphasized in daily pullouts. Classroom teachers will also focus on these standards through quality instruction and multiple learning opportunities (including blended) in order to provide a personalized approach.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

This year we will focus on standard 4 - Resources. We will utilize Khan Academy, Math Nation, Princeton Review, EDcite, USA Testprep, Achieve 3000, and NewsELA with our students, both inside and outside of the classroom. We will also focus on standard 3 - Teaching and Assessing for Learning. We will utilize team teaching and the use of canvas in blended classrooms across the school, but particularly in the English, reading, and math departments. We will continue to focus on standard 6 and utilize the CARE cycle through PLCs. Our PLCs are based on grade level and subject area.

Describe in detail how the BEST Practice(s) will be scaled-up

This year we will focus on standard 4 - Resources. We will utilize Khan Academy, Math Nation, Princeton Review, EDcite, USA Testprep, Achieve 3000, and NewsELA with our students, both inside and outside of the classroom. We will also focus on standard 3 - Teaching and Assessing for Learning. We will utilize team teaching and the use of canvas in blended classrooms across the school, but particularly in the English, reading, and math departments. We will continue to focus on standard 6 and utilize the CARE cycle through PLCs. Our PLCs are based on grade level and subject area.

We are also scaling up our instruction with our ELL students through the creation of the International Mustang Academy. This program utilizes Sheltered Instruction Observation Protocol (SIOP) strategies with ELL

students. These students work with bilingual teachers to assist with their learning of English and the content areas.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
<p>This year we will focus on standard 4 - Resources. We will utilize Khan Academy, Math Nation, Princeton Review, EDCite, NewsELA with our students, both inside and outside of the classroom. We will also focus on standard 3 - Teaching and Assessing for Learning. We will utilize team teaching and the use of canvas in blended classrooms across the school, but particularly in the English, reading, and math departments. We will continue to focus on standard 6 and utilise the CARE cycle through PLCs. Our PLCs are based on grade level and subject area.</p>	<p>Administration, coaches, and department chairs</p>	<p>6/1/2018</p>	<p>Various PD throughout the year on PSD days and weekly PLCs</p>	<p>\$11,000.00</p>

School Improvement Plan (SIP)

School Name Monarch HS (3541)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Science Learning Community	Friday		8/18/2016 - 3/24/2017	1:00 PM - 2:30 PM	9, 10, 11, 12
Social Studies Learning Community	Friday		8/18/2016 - 3/24/2017	1:00 PM - 2:30 PM	9, 10, 11, 12
Math Learning Community	Friday		8/18/2016 - 3/24/2017	1:00 PM - 2:30 PM	9, 10, 11, 12
English Language Arts Professional Learning Community	Friday		8/18/2016 - 3/24/2017	1:00 PM - 2:30 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	606	19.60	10.10	15.20	28.20	16.20
10	636	23.00	11.60	24.70	36.00	24.80
11	675	30.80	5.80	29.60	50.00	25.50
12	608	40.00	2.80	13.00	55.60	16.10

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Student Conference
- Parent notification
- Student/Parent conference
- Assigned Mentor
- CPST Referral
- Social Worker Referral

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 3rd	9/6/2016 - 6/6/2017	7:40 AM - 12:00 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.7
Governance and Leadership	3.5
Teaching and Assessing for Learning	3.5
Resources and Support Systems	3.6
Using Results for Continuous Improvement	3.7

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Purpose and Direction: Administration and staff are both driven toward increasing the school grade by increasing FSA scores.

Governance and Leadership: There is a perceived need to increase communications with the parents at our school. The lack of data resulting from few parent surveys submitted demonstrates that, though our parents may feel no need to communicate because of the success of their students, we as school staff would appreciate greater, meaningful contact.

Teaching and Assessing for Learning: There will be technological programs that were begun in the 2016-17 that will be more greatly relied upon and emphasized in the next school year, in order to continue to enhance the test-taking skills of our students. Examples include Writescore for writing, Writescore for Reading, PSAT Practice Test and exam review, Khan Academy SAT Preparation and Math Tutor, mathematics software.

Resources and Support Systems: In scheduling, cross-disciplinary planning has been suggested by our Leadership Team, in the core subjects. Presently, teams are created among those instructors who teach levels that are the same. However, a scheduled meeting time in addition to Professional Learning Community Days is what this suggestion refers to.

Using Results for Continuous Improvement: Comments from staff, parent, and student surveys drives efforts to improve our school in every way-from test practice to physical plant maintenance. An increased effort toward an increase in Industry Certifications will be the most notable change, and the most immediate is the school's and staff's investment in test prep technology.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-2017-final.pdf	October	SAC ByLaws	11/3/2017
SAF-guest-sign-in-sheet.pdf	October	SAF ByLaws	11/3/2017
2017_18-Committee-Membership.pdf	October	Developed	11/2/2017
SAC-Agenda-Sept-2017-Meeting.docx	October	Monitored	10/31/2017
SAC-Agenda-Oct-2017-Meeting.docx	October	SAC ByLaws	10/31/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Meeting-Minutes-9-27-17.docx	September	Monitored	10/31/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	542	32 of 72	-542	172	343

School Improvement Plan (SIP)

School Name Nova HS (1281)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA Support through the Electives through Annotation	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
ELA Support through the Electives through Khan Academy	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
Industry Certification	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
SCIENCE AND MATH VERTICAL TEAMING	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
ALGEBRA 1 EOC	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10
GEOMETRY EOC	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10
BIOLOGY EOC	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
SOCIAL-EMOTIONAL INCLUSION IN ELECTIVE SOCIAL STUDIES INSTRUCTION	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 12
SOCIAL-EMOTIONAL INCLUSION IN CORE SOCIAL STUDIES INSTRUCTION	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 12
AMERICAN HISTORY EOC	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	11
11TH AND 12TH PSAT/SAT/ACT PREP	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	11, 12
TEACHING DEBATE STRATEGIES TO CONQUER READING STANDARDS	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10, 11, 12
9TH AND 10TH ELA DATA CYCLES	Thursday		10/5/2017 - 5/3/2018	12:45 PM - 4:20 PM	9, 10

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Grade	Student Enrollment	Data For: 2016-2017		(Last updated: 8/29/2017)		% of students exhibiting 2 or more Early Warning Indicators
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	563	7.30	7.60	15.60	14.00	10.80
10	574	8.00	15.00	13.40	21.00	14.10
11	535	11.60	7.90	11.80	36.70	12.00
12	455	21.50	11.00	4.80	63.00	9.70

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Literacy/Reading Initiatives:

- Intensive Reading- Based on previous year's Reading Assessment, students are placed into these courses for additional support and practice¼ test taking strategies are covered, as well as cross-curricular horizontal teaming with each grade level English classes,
 - If a student is deemed as a "low level reader" based on results of the reading assessment, he/she may be placed in a coordinating personalization class with a reading teacher.
- TITAN Care- Additional reading enrichment for qualified students needing support via a pullout program through elective classes and personalization periods through Khan Academy.
- Word of the Day- School wide initiative to promote vocabulary enhancement via in class assignments/quizzes while utilizing Vocabulary.com
- Saturday Academy- Optional program designed to provide additional assistance in FSA and EOC preparation, including SAT/ACT prep
- TASK- Teaching Assessment Standards Knowledge school wide across curriculums. English, Reading, Social Studies, and Electives courses utilize an ELA standards focus calendar to teach specific monthly standards every Monday and Tuesday throughout the school year. Data is collected through the English courses for the CARE process. As well, PSAT Prep in 9th and 10th grade Social Studies classes.
- Utilization of Achieve3000 online reading program for students grades 9-12 who are taking Intensive Reading with a focus on Lexiles. *Purchased specifically for our students
- Utilization of Newsela, a district sponsored online resource that provides literacy practices that use high interest articles that are available at differernt grade and lexile levels.
- Students also perfect their skills by using CommonLit.com and Noredink.com

Math Initiatives

- "Double Dose" math blocks in 9th and 10th grade¼ based on performance in previous math course and/or on the Algebra I EOC¼ for the current school year, in 9th grade Algebra I is paired with Liberal

- Arts Math II^{3/4} in 10th grade, Algebra I is paired with Informal Geometry
- TITAN Care- Additional math enrichment for qualified students needing support via a pullout program through elective classes
- Saturday Academy optional program designed to provide additional assistance in Math Assessment preparation, including Algebra I, Geometry, and Algebra II EOC's, as well as SAT/ACT prep
- TASK- Teaching Assessment Standards Knowledge school wide across curriculums. Science and Math courses utilize a Math standards focus calendar to teach specific monthly standards every Monday and Tuesday throughout the school year. Data is collected through the Math courses for the CARE process.
- PERT Preparation- Preparing students for an alternative assessment that provides an opportunity to satisfy their Algebra I requirement for graduation

Guidance Interventions:

- Grade level school counselors meet with deficient students and design a plan to make progress towards graduation, including credit recovery and increasing GPA
- Parent conferences are scheduled with or without teachers to provide parents with feedback and strategies to assist in increased success
- Small Group Counseling Student Success Skills groups are implemented annually for recommended students in order to aid in academic growth
- Resources are provided to parents and students, including Social Worker referrals, information regarding tutoring, as well as alternative school and credit recovery programs
- We offer small and large group counseling, individualized academic and career counseling
- College Fair for students will be February 6 for students to visit over 70 colleges.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday		9/5/2017 - 5/31/2018	9:30 AM - 2:15 PM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	4
Governance and Leadership	3.17
Teaching and Assessing for Learning	3.67
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.6
<p>Explain the activities in which your school will participate to increase your overall rating. Include specific details.</p> <p>Professional Learning Communities (PLCs): Teachers will continue to collaborate in their content-specific PLCs sharing best practices that utilize the C.A.R.E. process in an effort to increase student achievement on the Florida Standards. Teachers will develop common assessments as well as provide enrichment and remediation when necessary.</p> <p>Performance Management Meetings: Curriculum Leaders meet monthly to discuss and share programs and initiatives their teachers are utilizing to assist with student performance in the classroom.</p> <p>Small Learning Communities (SLCs): Teachers within specific subject areas meet weekly during their common planning times to discuss specific data on the common assessments they give the students. The teachers use data to determine what type of remediation needs to be addressed before moving forward with the content.</p> <p>Common Planning Meetings: Teachers within the same content areas aligned with an EOC or the FSA all have the same common planning. They meet once per week for 60 minutes and follow the CARE process within specific data cycles. Student data from each cycle is analyzed to determine content progression leading up to the state assessments.</p>	

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-Meeting-Dates-2017.2018.docx	November	None	11/3/2017
1281_Agenda_Minutes_A+Distribution_Attendance_10.26.17.pdf	October	A+ Funds	11/3/2017
1281_SAC_Bylaws_17_18.pdf	September	SAC ByLaws	11/1/2017
SAF-Bylaws-2017.18.docx	September	SAF ByLaws	11/1/2017
1281_Agenda_Minutes_Attendance_9_28_17.docx	October	None	11/1/2017
SAC-Composition-Report-Nova-1281-October-2017.pdf	October	None	10/26/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	681	5 of 78	18	61	122

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Weekly common planning meetings - administrators attend these meeting and review curriculum, discuss data and focus on data cycles

Data cycles - curriculum areas have set data cycles that monitor student progression through the school year, administrators closely monitor data results and teachers use this data to modify instruction

Professional Learning Communities - designed around developing standards based instruction and must provide evidence of final product to support data

District Support - every PSD day we invite the district to come out and train our teachers on standards based instruction and provide additional resources that aide in this instruction

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Nova High School has a school-wide TASK, Teaching Assessment Standards Knowledge, initiative that focuses solely on informational text. Every Monday & Tuesday of every week the following subject areas select an informational article to implement in class. This is a two week cycle where the following week the teachers use this same article to dive deeper into the article through annotations. At the end of the two week, every teacher must submit their annotated article to the administrator for review.

Text based article come from:

Social Studies - previous PSAT articles

P.E. - Khan Academy

Unified Arts, World Languages, CTE - Newsela

In Reading, we utilize Achieve 3000 and Common Lit where the majority of the text based articles are informational and in English, they use informational text consistently during the FSA writing process.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

As evident in the SES Band data, the content area that will be of primary focus for improving student achievement will be in the area of math learning gains and overall math proficiency levels, in accordance with

Algebra 1, Algebra 2, and Geometry EOC results.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Data cycles: For example, English and Reading have developed a much more streamline plan to monitor student progress through data cycles. We will implement 5-6 ELA data cycles throughout the school year. We are teaming up with Reading to teach the same standards within each cycle. Once we assess the students we will modify instruction as needed. US History is also scaling up their data cycle process as well and Math and Science will continue with making modifications to their existing data cycles to improve.

Describe in detail how the BEST Practice(s) will be scaled-up

Data cycles: For example, English and Reading have developed a much more streamline plan to monitor student progress through data cycles. We will implement 5-6 ELA data cycles throughout the school year. We are teaming up with Reading to teach the same standards within each cycle. Once we assess the students we will modify instruction as needed. US History is also scaling up their data cycle process as well and Math and Science will continue with making modifications to their existing data cycles to improve.

School Improvement Plan (SIP)

School Name Piper HS (1901)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Biology/Environmental Science PLC	Wednesday	1st2nd3rd4th5th	8/21/2017 - 5/11/2017	11:15 AM - 12:15 PM	9, 10
Algebra PLC	Wednesday	1st2nd3rd4th5th	8/21/2017 - 5/11/2017	9:30 AM - 10:30 AM	9, 10
Piper School-Wide PLC (PSD): ELA, Social Studies, Fine Arts, CTE, ESE, PE, World Languages, Counseling	Thursday	2nd	10/5/2017 - 5/3/2018	12:45 PM - 2:45 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance

and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	643	18.40	9.30	28.60	45.00	26.30
10	590	18.60	14.70	23.20	52.60	27.10
11	642	28.50	10.40	18.80	68.70	27.30
12	610	37.50	9.00	11.00	73.50	14.60

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Bengal Academy of Excellence- 9th Grade Lowest Quartile Team
- RtI Process
- Counseling Referrals/Services
- Family Counseling On Campus Services
- Data Chats
- PASL - Personalization through Academic & Social Learning program.
- Personalization Periods
- Mentoring Programs (District & On Campus)

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 4th	9/5/2017 - 6/5/2018	9:30 AM - 10:50 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.0
Governance and Leadership	3.0
Teaching and Assessing for Learning	3.08
Resources and Support Systems	3.0
Using Results for Continuous Improvement	3.0

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Piper High School's vision of a GROWTH MINDSET equates to increased stakeholder ratings overall for the 2017-2018 school year.

- Parent Involvement has increased at our SAC/SAF/PTSA meetings, along with overall support for Academic and Social-Emotional achievements for our students.
- Student & faculty involvement in the community meetings has demonstrated an increased buy in for school-wide, and District initiatives.
- Authentic PLCs, quality and consistent Professional Development, roll out and deliverables for District technology platforms, and school-based Personalization Periods (by grade level) has connected our staff and school together.

- Afterschool activities, clubs, athletics, and YMCA program extend the school day for our students, and offer on campus support through Enrichment & Remediation.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Open-House-Letter-to-Parents-17-18.docx		10/18/2017
Dress-for-Success-Dates-2017-2018-1st-Quarter.pdf		10/18/2017
SAC-SAF-PTSA-2017-2018.docx		10/18/2017
Bengal-Bulletin_17-18-Evidence.pdf		10/18/2017

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC-Comp-Report-17-18.pdf	October	None	11/3/2017
SAF-Meeting-Minutes-10-10-17.docx	October	None	11/3/2017
SAC-Meeting-Minutes-10-10-17.docx	October	None	11/3/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-SAF-PTSA-Sign-In-Sheets-10-10-17.pdf	October	None	11/3/2017
SAC-By-Laws-17-18.docx	October	SAC ByLaws	11/3/2017
SAC-SAF-PTSA-Agenda-10-10-17.docx	October	None	11/3/2017
SAC-SAF-PTSA-2017-2018.docx	October	None	11/3/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	452	42 of 61	3	187	373

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

- Curriculum leaders and administrators meet to review academic standards for each curriculum area.
- Learning Goals and Objectives are developed based on grade level/subject

- Instructional Focus Calendars (IFCs) are created by PLC members based on Florida Standards and in alignment with FSA/EOC assessment data
- Utilizing the CARE (Curriculum, Assessment, Remediation, Enrichment) Model, students are given pre/post assessments and evidence is collected by classroom teachers based on Common Formative Assessments.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

- Media Center Resources (Magazines/Books/etc.)
- Internet Research for Informational Texts through BCPS Destiny Internet Site
- Live curriculum streaming through BCPS resource Discovery Education

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Piper has chosen to focus on improving our Reading student achievement school wide. The focus on 9th and 10th grade students will be improvement as demonstrated on the Florida Standards Assessment, and the focus on 11th and 12th grade students will be improvement on SAT and assessments that measure College Readiness. The school wide focus is improving Reading Comprehension in all content areas, as this will positively impact overall proficiency as well as produce learning gains for our lowest quartile students.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

- Focus on Reading Comprehension for school wide Professional Development
- Improved resource implementation of Khan Academy, Naviance, and Newsela
- Intensive mentoring of lowest quartile students (BAE & 10th grade graduates of BAE)

Describe in detail how the BEST Practice(s) will be scaled-up

Certified and experienced reading teachers develop and facilitate the professional development sessions during our PSD days, which are tailored towards specific content areas. Opportunities for peer observations into our ELA/Reading classes for all content areas to watch best practices in action. Literacy Coach push-in into content areas to support, co-teach, observe, and provide feedback of PLC members utilizing the Reading Comprehension instructional strategies that are being presented on PSD days.

Strategies	Persons responsible	Deadline	Professional Development	Budget
PLCs with Reading Comprehension Focus	ELA Department Chairs, Literacy Coach, Curriculum & Instruction Team	6/8/2017	Monthly PSD	

School Improvement Plan (SIP)

School Name Plantation HS (1451)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
11/12 Math	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	11, 12
ESE	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
Social Studies	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
US History	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	11
Geometry	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
CTACE	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
Fine Arts	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA 12	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	12
ELA 11	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	11
ELA 10	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	10
ELA 9	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9
World Languages	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
Algebra	Thursday		9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
PE/JROTC	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
Science	Thursday	1st	9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12
Guidance	Thursday		9/7/2017 - 5/10/2018	12:40 PM - 2:40 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	631	10.30	24.40	18.70	48.50	25.00
10	602	8.10	18.10	18.30	53.20	23.60
11	590	7.50	12.90	15.90	64.40	18.50
12	554	8.80	7.90	7.80	67.90	6.10

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Students displaying early warning indicators are identified as early as possible through data analysis, teacher input, and test scores. Students are referred to the RtI team where strategies are put into place to work towards academic improvement. Students may be provided with extra assistance during the school day through their personalization period. In addition, curriculums proven to promote student success are implemented within the classroom. Students are taught using a differentiated, standards-based curriculum to ensure success. Authentic assessments are conducted and progress is monitored regularly. Students in need of further assistance may be recommended for push-in or pull-out sessions with a member of the RtI team or referral for additional assessment. In addition, students may be referred for additional assistance outside of school hours through programs such as YMCA and Mentoring Tomorrow's Leaders. The school works closely with parents of low-achieving students to ensure success. Parents are invited to afterschool events, such as Family Literacy Night, to promote carry-over at home. Student absenteeism and behavioral issues are closely monitored through guidance and administration.

RtI Team Meeting Schedule

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Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Monday	1st, 2nd, 3rd, 4th, 5th	8/28/2017 - 6/4/2018	8:45 AM - 9:45 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3
Teaching and Assessing for Learning	2.58
Resources and Support Systems	2.8
Using Results for Continuous Improvement	1.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Plantation High School will continue to provide students with rigorous academic instruction aimed at increasing student achievement. Professional Development opportunities will continue to be offered for all

teachers, including instruction of utilizing data. Leadership continues to make every effort to provide positive oversight to all faculty and students.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
DIAGNOSTIC-Plantation-High.pdf		10/30/2017

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-SAC-Composition-Report.pdf	October	A+ Funds	10/6/2017
October-2017-SAC-Meeting.pdf	October	A+ Funds	10/6/2017
SAC-17.18-Meeting-Dates.docx	September	A+ Funds	9/28/2017
September-SAC-Composition.pdf	September	A+ Funds	9/28/2017
September-2017-SAC-Meeting.pdf	September	A+ Funds	9/25/2017
1451_SAC_ByLaws_090616.doc	September	SAC ByLaws	9/25/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	444	47 of 61	-444	191	381

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Plantation High School ensures that classroom instruction is aligned to grade-level Florida Standards. All teachers are required to post learning goals and scales that reflect the Florida State Standards. Administration regularly checks to ensure that these goals and scales are posted. In addition, teachers include the appropriate standards on their lesson plans that are submitted to administration quarterly. Teachers receive training in learning scales to ensure that they understand how they are used and can help students to use them appropriately to monitor their own learning.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Students have access to the informational texts in their textbooks, as well as a variety of other resources. Using websites such as NewsELA and CommonLit, teachers are able to supplement the core materials. In addition, teachers and students have regular access to technology to find other resource mediums. A variety of informational texts are available to students in the media center. Teachers also have supplemental materials, such as Document Based Questions, that they use with students in both ELA and History classes.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

According to the SES Band 4 data, PHS will need to focus increasing student achievement in the areas of Algebra 1 EOC, Biology EOC, U.S. History EOC, and FSA. We will continue to place our efforts on our lower quartile in the same areas mentioned. Showing student growth in these areas will allow for our school to gain points so as to increase in the SES Band 4. Gaining the needed points to bridge half the gap to the top of SES Band is the goal of our school. Strategies will be set in place to increase by 5% points in Math, Science, and English. In addition, we will show 5% gains for our lower quartile students in Math, Science, and Reading.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

BEST Practices 1, 2 and 3 will be scaled up to improve teaching and learning in order to increase performance within the SES Band 4. BEST Practice 1 will be scaled up because creating authentic Professional Learning Communities will allow the teachers to collaborate and share best teaching practices and strategies for overall teachers and student performance. BEST Practice 2 because by creating a positive environment for struggling students, it would allow for an increase in student achievement through the use of positive interventions. BEST Practice 3 because when the emotional and social needs of our students are met through the collaboration of all stakeholders (ie. parents, teachers, administrators, community leaders, and local businesses), the focus of students' achievement will increase.

Describe in detail how the BEST Practice(s) will be scaled-up

BEST Practice 1 (Focused and Authentic Professional Learning Communities, PLC) - The more you develop active professional learning communities within schools in which teachers observe each other's teaching, and work with school leadership to make on going improvements, the greater the consistency and quality of teaching across the whole school, at which point all students in the school benefit and keep on benefiting. Creating an authentic PLC that will focus on Marzano's 9 High Yield Strategies in conjunction with the CARE Cycle will be the focus of the PLCs at PHS. In order to increase Rigor and Depth of Knowledge for College and Career Readiness, teachers will incorporate the Super Seven from Marzano's DQ2, DQ3, and DQ4 into their lessons with more frequency. Within PHS's PLC, teachers will create common planning and assessments that will be more focused on teaching to the standards through the implementation of Goals and Scales which will be aligned to the State Standards.

BEST Practice 2 (An Embedded High Quality RtI Process) - Response to Intervention (RtI) is at work within a school's culture for each and every teacher by means of classroom management. RtI is extremely effective for reaching out to students and parents. RtI is important because it has the potential to unify education by promoting the sharing of resources, intervening early, and breaking down the walls for underachieving students. Essentially, RtI can build a system where students benefit from targeted interventions and frequent progress monitoring designed to enhance the achievement of all students. However, it is the classroom teacher's responsibility to refer struggling students to the school social worker so as to initiate the eligibility process of RtI, most teachers are not trained on RtI. Therefore, creating Professional Development for teachers throughout the school year concerning the purpose and implications of RtI on student achievement is essential. Monitoring students with attendance below 90% along with monitoring students with 1 or more suspensions will be the focus for RtI because research shows there is a direct correlation between attendance and student achievement. Creating a mentorship for these students to develop emotional and social skills will be explored.

BEST Practice 3 (Optimal Internal/External Relationships) - *Purpose and Direction* - Instructional

Leaders will employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Governance and Leadership - Instructional Leaders will work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments. District-supported state initiatives focused on student growth will be supported by PHS's Instructional Leaders with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.

Teaching and Assessing for Learning - Classroom teachers will describe how they implement the various initiatives. Teachers will receive training on adapting instruction to student needs by participating in professional development associated with the initiative and implement the strategies learned every other Tuesday or Wednesday during their planning period. Again, in order to increase Rigor and Depth of Knowledge for College and Career Readiness, teachers will incorporate the Super Seven from Marzano's DQ2, DQ3, and DQ4 into their lessons with more frequency. Within PHS's PLCs, teachers will create common planning and assessments that will be more focused on teaching to the standards through the implementation of Goals and Scales which will be aligned to the State Standards. In addition, teachers will describe specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment through quarterly data chats with their Departmental Instructional Leaders.

Resources and Support Systems - PHS's Instructional Leaders will maximize the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment by focusing on the records of depreciation of equipment, documentation of compliance with local and state inspections requirements, documentation of emergency procedures such as fire drills, evacuation and other emergency procedures, follow up on maintenance schedules, ensuring that we know the safety committee responsibilities, meeting schedules, and minutes, focusing on budget related to media and information resource acquisition, and ensuring that data on media and information resources available to students and staff is up-to-date. Sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders will be developed so as to help engage faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to eliminate achievement gaps associated with student subgroups within the school. By creating effective community partnerships and collaborating to create bridges to meet our students' emotional and social needs, our students will achieve success academically, emotionally, and socially.

Using Results for Continuous Improvement - PHS will utilize and implement strategies from data collected from Rtl, Customer Surveys, State Assessments, and along with other qualitative and quantitative data from school resources and create a need for data literacy. We will take more initiative to improve our ability to see where our teachers and students are in the most need for improvement. Instructional Leaders of PHS will identify the areas for improving teacher instruction and student performance on a monthly basis through classroom observations and teacher common assessment results.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
In Service Teacher Training	Administration, Department Chairs, In Service Coordinator, Reading Coach	6/8/2018		\$5,000.00

School Improvement Plan (SIP)

School Name South Broward HS (0171)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Algebra 1	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Critical Pedagogy and Critical Literacy	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Cambridge	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Literacy Through the Arts	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Computer Science	Thursday	1st3rd	8/14/2017 - 8/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Geometry	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Physical Science	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Biology	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10
PASL	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10
CTACE/CAPE	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Marine Magnet	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Canvas, Technology	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
ELA 9-12	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
U.S. History	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	11
Strategies for Diverse Populations	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 PM	9, 10, 11, 12
Canvas for Foreign Language	Thursday	1st3rd	8/14/2017 - 6/7/2018	11:45 AM - 2:45 AM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	659	25.20	19.30	18.20	40.70	25.00
10	627	25.80	29.30	27.80	49.40	37.20
11	561	33.70	25.00	26.20	65.50	34.80
12	519	43.40	20.80	15.20	65.10	24.30

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Initially at the beginning of the school year, teachers review their rosters via BASIS and identify students considered at-risk. Teachers are the initial step in the monitoring of student academic progress. Any decline in performance will be addressed by parent contact, collaboration with teachers, consultation with Guidance, and data chats with Administration. Initial interventions are scheduling of students, classroom seating assignment, peer tutor (MTL, NHS), after school tutoring, remediation assignments, and extended Media Center hours (before and after school). If the strategies mentioned above are found to be ineffective, more intensive interventions may include an adult mentor, weekly/daily progress report, small-group pullouts, credit recovery options, Social Worker Referrals, and Family Counselor Referrals.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	2nd, 4th	8/21/2017 - 6/7/2018	8:30 AM - 10:00 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.67
Governance and Leadership	3.83
Teaching and Assessing for Learning	3.58
Resources and Support Systems	3.43
Using Results for Continuous Improvement	3.4

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Through SAC meetings, SAF meeting, multiple community meetings, and notices, we will continue to disseminate information to all stakeholders concerning Accreditation standards, and how we are

implementing various programs, trainings, and opportunities here at South Broward High School. We are currently expanding the ways that we communicate and connect with all stakeholders through regular updates and notices posted on our website, marquee, text blast, email blast, and parent link (phone blast). In addition, we regularly schedule community outreaches including Innovative Programs Showcases, Open Houses, Middle School Student Shadow Days, Parent Nights, and various social events to share academic and extracurricular programs available at our school.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
2017Aug28_Agenda_Minutes_Attendance_0171.pdf	August	Monitored	10/19/2017
2017-2018-Accreditation-Training-Plan.pdf	September	Developed	10/19/2017
0171_09252017_0171_SouthBrowardHS_Bylaws.pdf	September	SAC ByLaws	10/18/2017
2017-2018-SAC-Composition.pdf	September	Developed	10/18/2017
2017-2018-Self-Assessment.pdf	September	Developed	10/18/2017
2017-2018-SAC-Calendar.pdf	September	None	10/18/2017

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
4	484	31 of 61	1	171	341

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

All teachers at South Broward High School follow Instructional Focus Calendars aligned to grade-level Florida Standards. This is evident in their lesson plans as observed through classroom walkthroughs. CARE Cycle data through PLCs is collected and analyzed. Teachers meet regularly through Professional Learning Communities (PLCs) where they plan assessments on grade-level Florida Standards, collect and analyze assessment results, and adjust classroom instruction accordingly.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

All students have access to Newsela.com, Khan Academy, Vocabulary.com, USA Test Prep, GALE and Sirs Research Databases, a collection of 17,000 books in the media center, Discovery Education, and Commonlit.org.

Students can access the above resources during Study Hall or in the Media Center before school, after school, and during lunch. In addition, all classes have access to laptop carts or computer labs for students to be able to use the above resources during instructional time.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

As evidenced by the SES band data and FSA Algebra 1, Geometry, and Algebra 2 EOC data, Mathematics will be the focus for improving student achievement. According to the SES band data, the lowest area of academic achievement was in Mathematics with 41% Satisfactory or Higher, 32% Learning Gains, and 21% Learning Gains for Low 25%.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

The following BEST Practices will be scaled-up to improve teaching and learning in order to increase performance within the SES Band:

- Professional Learning Communities (PLC)
- After School Tutoring and Academic Advancement (AA) Camp

Describe in detail how the BEST Practice(s) will be scaled-up

Professional Learning Communities (PLCs) will be better aligned to homogeneously represent specific subject areas within Mathematics (Algebra 1 and Geometry). PLCs will utilize CARE, aligning common assessments with EOC assessed standards, and remediate/enrich students appropriately. Mathematics PLCs will focus on utilizing the 90 minute block for effective instruction, modeling effective lesson plans, and remediation/enrichment based on common assessment data.

After School Tutoring will begin in September where students will be provided with individualized remediation or enrichment in their specific subject area of Mathematics. Academic Advancement (AA) Camps will focus on test preparation for Algebra 1 and Geometry EOC assessments. AA Camp curriculum will focus on remediating/enriching assessment standards based on CARE common assessment data.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Professional Learning Communities	Stephanie Itskowitz	6/7/2018		\$4,800.00
After-School Tutoring and Academic Advancement Camp	Stephanie Itskowitz	6/7/2018		\$30,000.00

School Improvement Plan (SIP)

School Name South Plantation HS (2351)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
PE/JROTC 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
Pathways 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
Math 11-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	11, 12
Magnet 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
Gov/Econ/Psych 12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	12
Geometry 9-10	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10
ESE 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
ELA 12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	12
ELA 9	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9
ELA 11	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	11
ELA 10	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	10
DHH/SVE self-contained 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
CTE/Business 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
Chemistry 9-12	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
Biology 9-10	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10
Algebra 1 9-10	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10
World History	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12
US History	Tuesday	1st2nd3rd4th5th	9/5/2017 - 4/24/2018	7:35 AM - 8:05 AM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	606	10.90	19.80	17.00	36.70	21.80
10	646	18.60	17.60	22.40	43.80	28.60
11	547	18.60	13.00	17.20	63.80	21.00
12	540	20.70	8.50	6.30	68.60	8.90

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Tier 1 Interventions in use at South Plantation High School

1. Teacher will/may change individual or multiple student seats. ie: (near teacher, near front).
2. Teacher will/may provide extra time on assignments.
3. Teacher will/may reinforce study skills.
4. Teacher will coach short and long term goal setting.
5. Teacher will provide immediate feedback on questions and assignments.
6. Teacher will/may create a reward system for positive behavior.
7. Teacher will/may check for individual or group understanding of expectations.
8. Teacher may/will use graphic organizers to assist with content delivery and understanding.
9. Teacher will/may allow students to work collaboratively on assignments and projects.
10. Teacher/school may/will provide mentorship according to individual indicators.
11. Teacher may/will coach note taking to enhance student understanding of content.
12. Teacher may/will alternate instruction between passive and active as means of delivering content for diverse learners.
13. Teacher will have quarterly data chats with students on grade level appropriate content.
14. Administrator will monitor

teacher/student data collection and data chats quarterly. 15. Administration will monitor daily instruction through individual and group walk throughs.

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	9/5/2017 - 6/5/2018	8:30 AM - 11:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3.7
Governance and Leadership	3.8
Teaching and Assessing for Learning	3.2
Resources and Support Systems	3.3
Using Results for Continuous Improvement	3.2

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

1. South Plantation will review, revise and communicate the school purpose for student success during student grade level assemblies and reinforce the message through daily announcements, mentoring and utilization of the positive behavior plan.
2. South Plantation will implement a continuous improvement process with a clear direction by evaluating objectives, strategies and activities on a regular basis.
3. South Plantation will engage stakeholders monthly to effectively support of the school's purpose and direction.
4. South Plantation will provide curriculum with an equitable and challenging learning experience that is monitored through class room observations, data chats, and common formative assessments.
5. South Plantation will data from multiple assessments to remediate and enrich learning as a PLC focus across all disciplines.
6. South Plantation staff will participate in a continuous program of learning on PLC Tuesdays, general staff meetings, and administrative talks.
7. South Plantation will provide facilities, services and equipment in a safe, healthy and clean environment and will monitor this activity through facility meetings, work orders, and ongoing walk throughs of the facility.

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
October-SAC-sign-in-sheet-SPHS.pdf	October	Developed	11/3/2017
September-SAC-sign-in-sheet-SPHS.pdf	November	Developed	11/3/2017
2351_SouthPlantationHS_Agenda_103117.doc	October	Developed	11/1/2017
SAC-Composition-17_18.pdf	October	Developed	11/1/2017

File Name	Meeting Month	Document Type	Uploaded Date
SAC-ByLaws-17_18.pdf	October	SAC ByLaws	11/1/2017
SAC-meeting-dates-for-2017_2018.docx	October	None	10/30/2017
2351_SouthPlantationHS_Agenda_092617.doc	September	Developed	10/29/2017
2351_SACmeetingminutes_092617.docx	September	Developed	10/29/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
5	533	29 of 78	3	135	270

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Content Based Standards are ensured by using state adopted textbooks, c-palms, and the incorporation of resources such KHAN Academy and NEWSELA that support district curriculum standards.. All resources show a direct correlation between grade level rigor and Florida State Standards.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Quarterly administration of Common Formative Assessments, classroom observations, PLC Goals and data chats contain verification of District Pacing Guides and Curriculum.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

FSA data indicates that our current sophomores and juniors had an average proficiency of the FSA ELA of 49.6%. This suggests that less than 1/2 of our total 10th & 11th grade population is not proficient in Reading and Writing. Of that percentage, 50.3% of current 10th graders did not pass the Reading portion of the FSA ELA. Of the 11th grade cohort, 49.1% did not accumulate sufficient points to pass the Reading portion. Of concern was students' Command of Evidence with regards to Reading. As a result, in accordance of the district initiative, South Plantation High School has chosen to focus on Reading with an emphasis on Informational Texts drawn from Social and Natural Sciences.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

All teachers across all content areas will participate in a Common Formative Assessment comprised of SAT Reading prompts in the areas of Social Science, Natural Sciences, and Literary Narratives. These assessments will be administered every grading period. Student samples will be assessed using the online platform of Canvas which is linked to Broward Single-Sign On and Pinnacle. Reading prompts will be relevant to each content area, either teacher selected or in partnership with the Literacy Coach to obtain sample material. PLC groups will meet to discuss strengths and weaknesses of student results along with teaching strategies to address deficiencies through their 9-week lesson units.

Additionally, English and Reading departments will partner via PLC's to address reading standards as they relate to the upcoming spring FSA for current 9th and 10th grade students. The following Integration of Reading standards are the current focus for 2017-2018 FSA:

Describe in detail how the BEST Practice(s) will be scaled-up

Professional Learning Communities will allow teachers the opportunity to discuss formative assessment results for each grade level and their specific learning objectives. They share data, teaching practices and tracking of student learning gains. Through PLC's, teachers can self-assess teaching and learning practices through framing questions when assessing student work. Common Formative Assessments allow teachers to customize their instructional strategies with each class, since results will drive instruction in within the content area.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Common Formative Assessments with quarterly results and data chats with each teacher.	Leadership Team	3/20/2018	Professional development is provided in pre-planning week and through PLC initiatives throughout the year.	Accountability Funds

School Improvement Plan (SIP)

School Name Stoneman Douglas, M. HS (3011)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3011 World Language Lower PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11
3011 World Language Upper PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 Social Studies Electives PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	10, 11, 12
3011 Government/Economics PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	12
3011 American History PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	11
3011 World History PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	10
3011 Geography PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3011 Fine Arts PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 Pre Cal/Cal PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	11, 12
3011 Algebra II PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 Geometry PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11
3011 Algebra I PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10
3011 PE/PC PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 Science Upper Level PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	11, 12
3011 Earth/Marine Science PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 Chemistry PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	10, 11
3011 Biology PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10
3011 SVE PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 ESE Reading PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
3011 English IV PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	12
3011 English III PLC	Thursday	1st	10/3/2017 - 5/3/2018	12:15 PM - 2:40 PM	11
3011 English II PLC	Thursday	1st	10/5/2017 - 5/3/2018	12:15 PM - 2:40 PM	10
3011 English I PLC	Thursday	1st	10/5/2017 - 5/3/2018	12:15 PM - 2:40 PM	9
3011 Career Tech PLC	Thursday	1st	10/5/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12
3011 AOF PLC	Thursday	1st	10/5/2017 - 5/3/2018	12:15 PM - 2:40 PM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)
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Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	842	10.20	more suspensions	9.00	ELA or Math	6.10
10	922	9.50	5.20	8.90	14.20	8.80
11	826	15.60	6.50	8.80	29.30	8.70
12	786	26.20	3.90	4.50	42.30	7.60

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Intervention strategies for early warning indicators include:

Tier 1 strategies:

- Contacting parent to discuss concerns
- Contacting student to discuss concerns
- Sharing concerns with Team Leaders and school counselor
- Changing seat
- Repeating directions
- Pairing with a stronger student
- Conducting parent conference
- Having student repeat directions
- Maintaining close proximity when giving directions
- Providing alternative assignments
- Utilizing differentiated Instruction
- Providing after school support
- Promoting the use of agendas

Tier 2 strategies:

- CICO - Check-in, Check-out Program
- Peer Mentoring
- Student Teacher Mentoring

Tier 3 Strategies

- Weekly RtI Meetings
- Alternative Placement
- Progress Reports
- Small group pull outs

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/29/2017 - 6/5/2018	8:00 AM - 11:00 AM
Tuesday	1st, 2nd, 3rd, 4th, 5th	8/19/2017 - 5/22/2018	8:00 AM - 10:30 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	2.67
Governance and Leadership	2.67
Teaching and Assessing for Learning	2.67
Resources and Support Systems	2.71
Using Results for Continuous Improvement	2.8

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

Administration is continuously reviewing the vision and purpose of the school while encouraging involvement and input from all stakeholders. Staff members meet monthly in faculty based assemblies to go over any new policies and/or strategies that should be used to reach goals of student success. Also ongoing is collaborative discussion among staff, often with administrative attendance, that is conducted monthly in PLC's to discuss student data, Rti strategies, curriculum standards, or general concerns a teacher may have.

Evidence/Artifacts

File Name	Standards & Indicator	Upload Date
Self_Assessment_2017.pdf		10/31/2017

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAC_Composition_2017.pdf	October	None	11/3/2017
October-SAC-Meeting.pdf	October	SAC ByLaws	10/12/2017

BEST PRACTICE #4

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
9	707	8 of 29	12	46	92

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

Teachers use the Collections Textbook, which is the state adopted text. This text is aligned to the LAFS. Teachers regularly monitor student progress and align instruction to promote student growth towards learning targets. Student work is reviewed against FSA and LAFS rubrics.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Our Media Specialist has worked to increase the number of Informational Text offerings. Content area teachers incorporate a variety of informational text through the use of NewsELA and other relevant sources. Teachers frequently seek out relevant and high interest material to engage students.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

We will focus on improving Math and ELA student achievement levels. These areas were chosen since 8 schools in our SES Band are scoring higher in these areas. By focusing on standards-driven instruction and zeroing in on struggling students, we can increase learning gains of the lowest quartile and push students to exceed their previous hindrances. Furthermore, by increasing rigor, we will continue to move high-achieving students towards their highest level of academic success.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Quarterly data chats
Content Specific PLCs
Focused lesson planning
Innovator's Corner
Student learning stations
Best Practice student/teacher rotations
ACT/SAT Camps

Describe in detail how the BEST Practice(s) will be scaled-up

BEST Praactices will be scaled up through the use of our Innovator's Corner. Teachers will have the opportunity to share their most impactful instructional strategies. These educators will highlight meaningful ways to engage students, while maintaining high levels of academic rigor during lessons. Teachers will also collaboratively plan lessons using a multi-tiered approach. Instructors will collaborate to create learning goals, scales, and performance tasks that zero in on standards-based evidence of student leraning. This will promote the creation of student work (evidence of standards-based instruction) and ensure that instruction is being delivered at the appropriate level of rigor.

Teachers will also communicate with students during their Personalization classes to monitor, mentor, and manage student success. Administrators will create quarterly, grade-level preventative guidance reports to track students and their college and career readiness. This is expected to increase the likelihood of students being successful by holding them accountable earlier in their high school career.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget
Continuous Professional Learning focused on SAT Practice	Winfred Porter, Denise Reed, Ivette, Figueroa, Ty Thompson	4/30/2018	College Board Training, Khan Academy PLCs, Content-Specific PLCs	

School Improvement Plan (SIP)

School Name Taravella, J.P. HS (2751)

School Year 2017 - 2018

BEST PRACTICE #1

A Focused and Authentic PLC

PROFESSIONAL LEARNING COMMUNITIES (PLC)

A Professional Learning Community (PLC) is a process in which teachers work in teams and use student information to develop strategies to improve their classroom practices.

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Trojan Techies (Electives)	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Trojan Techies (Academic)	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
RtI Team	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Record-X-Ers A/B	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Positive Marketing and Public Relations (Academic)	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Positive Marketing and Public Relations (Elective/Athletic)	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Interactive Notebooking	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12

PLC Name	Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times	Grade
Fine Arts CSA	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Cross-Curricular	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Creative Classroom	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
CCR (Classroom)	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
CCR (Guidance)	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Canvas Conquerers	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
AP LAPC	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 PM	9, 10, 11, 12
Algebra Assessment Team	Thursday	1st	10/5/2017 - 5/3/2018	1:00 PM - 2:00 AM	9, 10, 11, 12

BEST PRACTICE #2

An Embedded High Quality RtI Process

RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RtI) uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support.

Graduation/College and Career Readiness (Early Warning Indicators)

Data For: 2016-2017 (Last updated: 8/29/2017)						
Grade	Student Enrollment	% of students with attendance below 90%	% of students with 1 or more suspensions	% of students with course failure in ELA or Math	% of students level 1 in ELA or Math	% of students exhibiting 2 or more Early Warning Indicators
9	903	18.20	9.20	23.70	29.90	22.90
10	858	23.30	10.70	19.10	37.40	24.10
11	788	28.80	6.20	21.80	48.80	24.40
12	753	26.80	4.00	9.40	62.30	10.90

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

1. Parent/Teacher conference. Determine which strategies we will utilize in order improve academic performance.
2. Collect data from the teachers and attend a follow-up meeting with the parents and student. If there is improvement, continue with the current strategies. If there is no improvement, then we will refer the student to the Child Study/RTi Team.

Data that will be collected includes:

Grade/Attendance Reports on Pinnacle/BASIS

Behavior/Academic Interventions Strategies Tier 1, Tier 2, Tier 3

Behavior Charts

Progress Reports

Data from Mini-assessments

RtI Team Meeting Schedule

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times

Day(s) of Week	Week(s) of Month	Start/End Dates	Start/End Times
Wednesday	1st, 2nd, 3rd, 4th	5/25/2017 - 5/30/2018	7:50 AM - 9:10 AM

BEST PRACTICE #3

Optimal Internal/External Relationships

ACCREDITATION PROCESS

The Accreditation Process leads schools to critically evaluate teaching and learning with a focus on academic excellence. All stakeholders (parents, students, staff, and community) are part of the accreditation process.

Self-Assessment Ratings	
Accreditation Standard	Overall Rating
Purpose and Direction	3
Governance and Leadership	3.33
Teaching and Assessing for Learning	2.5
Resources and Support Systems	3.14
Using Results for Continuous Improvement	2.6

Explain the activities in which your school will participate to increase your overall rating. Include specific details.

To increase our overall rating we will improve our focus on teaching and learning. Teachers will utilize release time to collaborate in Professional Learning Communities. They will align state standards to curriculum and

assessments, share best practices, review student data and redesign instructional focus calendars/unit content based on assessment data. Teachers will meet with administration to review data and plans for enrichment and remediation

No Evidence/Artifacts

SCHOOL ADVISORY COUNCIL (SAC)

Each school has a School (SAC) to facilitate the development and monitor progress of the annual School Improvement Plan. Agendas and minutes reflect annual needs assessment, SIP monitoring and allocation of Accountability Funds.

SAC Upload Center

File Name	Meeting Month	Document Type	Uploaded Date
SAF-Attendance-Oct_17.docx	October	SAF ByLaws	11/5/2017
SAF-Agenda-Oct_17.docx	October	SAF ByLaws	11/5/2017
SAF-Bylaws.docx	October	SAF ByLaws	11/3/2017
JPT_Oct_17.pdf	October	SAC ByLaws	11/2/2017
SAC-Composition.pdf	October	SAC ByLaws	11/2/2017
JPT_17_SAC_-Bylaws.pdf	October	SAC ByLaws	11/2/2017
JPT-17_18-SAC-Schedule.docx	October	SAC ByLaws	11/2/2017

Scaling Up BEST Practices

CONTINUOUS IMPROVEMENT

School improvement is based on a continuous improvement model, using research-based accepted best practices, which align with student achievement needs, insure student progress, and may be revised when appropriate.

Band	Points Earned	Rank within SES Band	Points to Next School in SES Band	Points to Bridge Half the Gap to the Top of SES Band	Points to Reach Top of SES Band
6	541	34 of 72	-541	172	344

Goals

How does the school ensure classroom instruction is aligned to grade-level Florida Standards? What evidence is collected to ensure that classroom instruction is aligned to grade-level standards?

The school has implemented common planning times for all EOC and graduating requirement courses for example Algebra, English, etc. During those common planning periods PLC meetings occur to establish standards and common assessments that will be implemented in the classrooms.

In addition to using texts from core, supplemental, and intervention programs, how does the school ensure students have access to informational text for each content area in a variety of mediums?

Many of the core classes have classroom sets of text books. In addition to those, many classrooms have access to computer carts that students may use to access Canvas and the internet for supplemental information. In some cases, students are able to use their phones to also access other forms of content.

As evidenced in the SES Band Data, which content area(s) will be the focus for improving student achievement and why was this area chosen?

Based on the SES band data we will focus on the areas of Literacy and Mathematics. We are concerned with our students performance in both areas because they are graduation requirements.

What specific BEST Practice(s) will be implemented or scaled-up to improve teaching and learning in order to increase performance within the SES Band?

Our focus this year will be on Inter-disciplinary Literacy . JP Taravella was 34th ranking overall in our SES Band. In the content area of English Language Arts 50% of 9th and 10th graders were proficient ; 47% made learning gains and 38% of students in the lowest 25% made gains as measured by the Florida Standards Assessment.

In the area of Mathematics,50% of our students were proficient, 41% made learning gains and 35% of the students in the lowest 25% made gains as measure by the End of Course Exam in Algebra 1, Algebra 2 and Geometry. Implementing and after school tutoring program as well as Twilight school for students who need credit recovery.

Describe in detail how the BEST Practice(s) will be scaled-up

During the 2017-2018 school year our focus is to continue improving our reading assessment proficiency level. To accomplish this we focus on the Reading and the English Language Arts classes. Students are given supplemental instruction in Saturday school reviews, ESOL and afterschool tutoring. Teachers implemented an instructional focus calendar, assessed the students using mini-assessments following the Curriculum, Assessment, Remediation, Enrichment (CARE) cycle, and monitored student achievement. All other departments focus on improving reading in the content areas by words, definitions, and sentences related to their curriculum. The Child Study group identified struggling students, designed interventions and monitored the students progress.

For the 2017-2018 school year our focus will be to increase improve our English Language Arts Proficiency level from 50% to 52%.and our Mathematics EOC proficiency rate from 50% to 52% We will accomplish this by using common planning periods where instructional focus calendars alligned to the tested benchmarks. Teachers will create common mini-assessments with questions designed by using the Florida Department of Education Test Item Specifications. After each test the data will be complied and analyzed. Data chats will be conducted. Teachers will conduct in class remediation with students who performed poorly on the assessments.

In addition, after school remediation sessions will be conducted for EOC tested subjects. The content of the remediation sessions will be developed using data complied from mini- assessments and aligend to the instructional focus calendars. Students in Math classes will be receive direct instruction on how to utiize literacy skills to maximize their scores on the EOC Performance Tasks. Students will receive a mini-lessons on Performance Tasks using "Beat the Test" and other materials. In addition, students will receive quarterly assessments to monitor their performance on the Performance Tasks. Math Nation, Khan's Academy, Acheive 3000, and Vocabulary.com will be used to provide supplemental instruction.

Students who continue to struggle with the content in English Language Arts and Mathematics after repeated remediation sessions will be referred to the Child Study Team for intensive academic interventions and monitoring.

Strategies & Activities

Strategies	Persons responsible	Deadline	Professional Development	Budget

Strategies	Persons responsible	Deadline	Professional Development	Budget
ESOL camps, afterschool tutoring, and Twilight schooling		5/15/2018		